
ANNUAL PERKINS PROGRAM IMPROVEMENT GRANT APPLICATION GUIDE

POSTSECONDARY INSTITUTIONS

**Academic Year
2012-2013**

**Under the
Carl D. Perkins
Career and Technical Education
Improvement Act of 2006
(P.L. 109-270)**

Application is Due June 20, 2012

Bureau of Career Development
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

New Hampshire Department of Education
Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Office of the Deputy Commissioner

Section 504 Coordinator: Aprylle Desrosiers

NH Department of Education
101 Pleasant Street
Concord , NH 03301-3860
(603) 271-3743

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

U.S. Department of Education

Office for Civil Rights
33 Arch Street, Suite 900
Boston , MA 02110-1491
(617) 289-0111
TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights

2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767

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The funding source for this application will be 100% Federal funds from the Carl D. Perkins Career and Technical Education Act of 2006. Neither the State nor the New Hampshire Department of Education shall be liable for the funding of this application except from such funds.

PART I. APPLICATION DIRECTIONS

A. Critical Dates in the AY 2012-2013 Planning Schedule

Task	Date
Release of AY 2012-2013 Application Guide	April 2012
Application Due Date	July 19, 2012
Notification of application approval status	August 9, 2012
AY 2011-2012 Grant End Date	August 15, 2012
AY 2012-2013 Grant Start Date	August 16, 2012
AY 2012-2013 Grant End Date	August 15, 2013

B. Submission Instructions

The complete application must be submitted through the Department of Education's Grant Management System (GMS). Part of the application must be directly entered into GMS and the rest must be submitted as attachments in GMS.

Direct entry into GMS:

- ☐ Cover Page
- ☐ Descriptions of Planning Area initiatives

Attachments (Combined size of attachments must not exceed 6MB):

- ☐ Nondiscrimination Statement
- ☐ Signed Certifications
- ☐ Institutional Advisory Committee Membership
- ☐ Equity Contact and Detailed Plan for AY 2012-2013
- ☐ Active and Eligible Programs
- ☐ Completed Application Checklist

1. Direct Entry into GMS

a. **Cover Page** - Provide required programmatic and fiscal administration contact information.

b. **Descriptions of Planning Area initiatives:**

Category box:

- This box should remain empty.

Priority box:

- Planning Area--should be numbered and named as listed in the Planning Areas reference document attached to this Guide.

Activities box:

- Initiative Description—provide this information for each initiative(s) falling under each Planning Area. Initiative should be numbered, restarting the numbering for each Planning Area. A detailed description should follow, proposing the following:
 - How the initiative's objectives will promote program improvement;
 - The sequence of action steps to be followed in the initiative. Objectives and action steps must relate to activities listed in Section 135 of Perkins IV.
- Budget Narrative--should provide expense detail that was used in calculating subtotals for each line item.

Performance Measurement box:

- This box should remain empty.

Budget Section:

- Budget total for each Planning Area, broken out by Function and Object Codes for each line item.

2. **Attachments to GMS Application** (Combined size of attachments must not exceed 6MB):
- a. **Nondiscrimination Statement** – provide statement for the consortium members, adopting preferred content illustrated in Part II if possible.
 - b. **Certifications** – Provide information and signatures as indicated in Part II.
 - c. **Institutional Advisory Committee Membership** - list all members and their affiliations.
 - d. **Equity Contact and Detailed Plan for AY 2012-2013** – identify lead equity contact and provide contact information, including mailing information, phone number, email address, and fax number.
 - e. **Active and Eligible Programs** – List the two-year technical (career) programs at the consortium member institutions that lead to a certificate or an associate's degree.
 - g. **Application Checklist** - Complete as instructed in Part II.

PART II. FORMATS AND REFERENCES

B. Attachment Formats

1. NONDISCRIMINATION STATEMENT

Provide the nondiscrimination statement that is publicized by the institution(s).
Recommended wording for nondiscrimination statement is provided below:

The [name of institution] does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [institution name] and refers to, but is not limited to, the provisions of the following laws:

*Title VI and VII of the Civil Rights Act of 1964
The age Discrimination Act of 1967
Title IX of the Education Amendments Act of 1972
Section 504 of the Rehabilitation Act of 1973
The Americans with Disabilities Act of 1975
NH Law against Discrimination (RSA 354-A)*

The Title IX Coordinator is: [enter name, address and telephone number]

The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:

- *US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);*
- *Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston MA 02201 (617-565-3200)*
- *NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)*

2. CERTIFICATIONS

Certificate of Responsibility:

I, _____
(Typed Name and Title of Chief Administrative Officer)

_____, hereby certify and assure that:
(Institution/Consortium)

1. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), New Hampshire Statutes, and the New Hampshire Administrative Rules.
2. Policies, procedures, and activities described in this application will be carried out as described herein.
3. Supplemental funds granted to the agency under the provisions of Perkins IV will be used as stipulated in the attached application, and supporting documents and records of expenditures will be maintained for audit in accordance with the requirements of the New Hampshire State Department of Education, Office of Business Management.
4. Student, program, and performance data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.
5. All career and technical education programs offered by the eligible institution will conform to the definition of career and technical education stated in Sec. 3(5) of Perkins IV.
6. Equity committees are in existence at each campus and are charged with ensuring that equal educational access and success for students in special populations and inclusive of race and gender are looked at and any issues or needs for improvement are addressed.

I certify that all information contained in this application is true and correct.

(Signature, Chief Administrative Officer) _____
Date

Certificate of Institutional Advisory Committee:

I, _____ certify that the
(Typed name and title of Chief Administrative Officer/Consortium Chair)

Institutional Advisory Committee for _____ is operational and
(Name of Institution/Consortium)

that the Advisory Committee has had an opportunity to participate in development of the application for the postsecondary Program Improvement Grant. I further certify that the membership of this Committee includes representatives of the general public including at least one representative each of business, industry, and labor, and that the Committee has an appropriate representation of both sexes, as well as racial and ethnic minorities.

(Signature, Chief Administrative Officer/Consortium Chair)

3. AY 2012-13 POSTSECONDARY APPLICATION CHECKLIST

Applicant: Community College System of New Hampshire

Instructions for completing the checklist: This checklist is provided for review of your application for completeness and must be submitted as part of the application.

Required Content: Information Included and Complete	
Direct Entry Into the Grants Management System (GMS)	
<u>A. Cover Page:</u>	
<ul style="list-style-type: none">• Is the Applicant Name provided? _____• Is the Project Manager contact information correct? _____• Is the Fiscal Contact information provided? _____	
<u>B. Have all Planning Areas Been Addressed?</u>	
1.	Planning, Coordination, and Collaboration? _____
2.	Size, Scope, and Quality _____
3.	Secondary Postsecondary Linkages _____
4.	Academic and Technical Integration _____
5.	Initiate, Improve, Modernize, and Expand CTE Programs _____
6.	All Aspects of Industry _____
7.	Special Populations _____
8.	Career and Academic Counseling _____
9.	Recruitment and Retention of Educational Staff _____
10.	Rigorous and Challenging Courses _____
11.	Professional Development _____
12.	Consortium/College Five-Year Goals _____
13.	Core Indicators of Performance _____

(Repeat this page for each Planning Area)

(Priority box):

Planning Area: _____

(Activities box):

(Repeat for each initiative) Initiative Number: _____

Description:

Improvement Objective? _____

Action Steps? _____

Initiative Number: _____

Description:

Improvement Objective? _____

Action Steps? _____

Initiative Number: _____

Description:

Improvement Objective? _____

Action Steps? _____

Initiative Number: _____

Description:

Improvement Objective? _____

Action Steps? _____

Budget Narrative for Planning Area? _____

(Budget section):

Proper Function codes? _____

Proper Object codes? _____

Attachments to GMS Submission	
<u>A. Nondiscrimination Statement:</u>	
Is the full text and contact information of the institution provided in the statement?	_____
<u>B. Certifications:</u>	
• Is the authorized signatory identified at top of the certificate?	_____
• Is the Certificate signed by the person identified at the top of the page?	_____
<u>C. Institutional Advisory Committee:</u>	
• Is individual identified at the top the same as that at the bottom?	_____
• Is institution identified at top the same as that at the bottom?	_____
<u>D. Equity Information:</u>	
• Is the equity contact information included?	_____
• Have detailed plans been included for how the needs of equity and special populations (individuals with disabilities, economically disadvantaged, non-traditional career preparations, single parents/single pregnant women, displaced homemakers, students with limited English language proficiency) will be addressed during the coming year?	_____
<u>E. Active and Eligible Programs:</u>	
• Has a list been provided?	_____
• Is there a CIP code for each program?	_____
<u>I: Checklist for Annual Application</u>	
Is all required information included and complete?	_____

C. Reference Documents

1. PLANNING AREAS

1. Planning, Coordination and Collaboration (Perkins IV Citation: Section 134 (b) (5))
2. Size, Scope and Quality (Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8))
3. Secondary Postsecondary Linkages (CPPOS) (Perkins IV Citations: Section 122 (c)(1)(A)(i)(ii)(iii)(iv), Section 134 (b)(3)(A), Section 135(b)(2))
4. Academic and Technical Integration (Perkins IV Citations: Section 134 (b)(3)(B), Section 135 (b)(1))
5. Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology (Perkins IV Citation: Section 135 (b)(4), (6) & (7))
6. All Aspects of the Industry (Perkins IV Citations: Section 134 (b)(3)(C), Section 135 (b)(3))
7. Special Populations. (Perkins IV Citations: Section 3, Section 113, Section 134 (b) (2), Section 134 (b) (8), Section 134 (b) (9), Section 134 (b)(10), Section 135 (b) (9))
8. Career and Academic Counseling (Perkins IV Citation: Section 134 (b)(11))
9. Recruitment and Retention of Faculty, Career Guidance and Academic Counselors (Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B))
10. Rigorous and Challenging Courses (Perkins IV Citation: Section 134 (b)(3)(D)(E))
11. Professional Development (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))
12. Consortium/College Five-Year Goals
13. Core Indicators of Performance (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

2. DEFINITIONS

Activities: Particular actions that comprise an initiative. Activities include those listed in Sec. 135.

Administration: Institutions applying for funds under Title I, Section 132 may use up to 5% for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

Allocation Dollar Amounts: Estimated allocation amounts will be available in April 2012. The anticipated release date of firm allocation dollar amounts is July 15, 2012.

Eligible Agency: The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Sec. 3(12)).

Eligible Recipient: An institution (see Sec. 3(13)) or consortium of institutions eligible to receive postsecondary assistance under Sec. 132.

CPPOS (Career Pathway Plan of Study): A state-approved plan for CTE students that identifies a recommended sequence of instruction from secondary through postsecondary levels that leads to high-wage, high-skill, or high-demand careers. The sequence includes recommendations for academic instruction. The plan is documented in a standardized format for students, their parents, and guidance counselors to use.

Initiative: A set of action steps that the postsecondary eligible recipient takes to improve CTE program(s). In order for an initiative to be approved for Perkins funding, the action steps planned for an initiative must be found in Sec. 135 of Perkins IV.

Planning Areas: Local Five-Year plans developed by postsecondary eligible recipients must address a minimum of 12 areas of activity that combine the statutory requirements contained in Sections 134 and 135 of Perkins IV. The Act requires that each local plan address contents of these two sections.

Postsecondary Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Postsecondary Concentrator: A matriculated postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

FAUPL (Final Agreed-Upon Performance Levels): The term used to denote the performance goals for eligible recipients. The form used to record final state-federal agreed-upon performance goals. The goals are the outcome of federal-state negotiations.

3. PERKINS IV, SECTION 135

SEC. 135. LOCAL USES OF FUNDS

(a) **GENERAL AUTHORITY.**—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) **REQUIREMENTS FOR USES OF FUNDS.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including

(A) in-service and preservice training on 20 USC 2355.

(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

(ii) effective teaching skills based on research that includes promising practices;

(iii) effective practices to improve parental and community involvement; and

(iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of

- educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) internship programs that provide relevant business experience; and
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
 - (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 - (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 - (3) for local education and business (including small business) partnerships, including for—
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) adjunct faculty arrangements for qualified industry professionals; and
 - (C) industry experience for teachers and faculty;
 - (4) to provide programs for special populations;
 - (5) to assist career and technical student organizations;
 - (6) for mentoring and support services;
 - (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 - (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
 - (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

- (10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
- (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives—
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- (13) to develop and support small, personalized career-themed learning communities;
- (14) to provide support for family and consumer sciences programs;
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
- (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for—
 - (i) accountability data collection under this Act; or
 - (ii) reporting data under this Act;
 - (C) implementing career and technical programs of study described in section 122(c)(1)(A); or
 - (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purpose of this Act.

(d) **ADMINISTRATIVE COSTS.**—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.